

REPLICATION OF COUNCIL PROGRAMS/PROJECTS

The following programs/projects were selected for possible replication based on the following criteria:

- 1. successful completion of the grantee's contract and scope of work, including all reporting requirements;**
- 2. program/project is still serving individuals with developmental disabilities; and**
- 3. willingness to provide technical assistance.**

The applicant is solely responsible for contacting the grantees and writing the Concept Paper.

Employment through Empowerment

Kern Regional Center

Aaron Markovits

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This proposal provided opportunities for individuals with developmental disabilities to work in independent settings by utilizing appropriate assistive technologies that improve employability and long-term self-sufficiency. This proposal also addressed quality of life issues by improving opportunities to use assistive technologies to improve communication, independent living skills, and other areas of both low tech and high tech assistive technology. The All-Star Café was opened and is currently providing employment.

Abuse Free By Design

Far Northern Regional Center

Mary Ann Weston

(530) 222-8795

This proposal developed and implemented a network of training and support that addressed healthy relationships, sexuality and abuse prevention for individuals with developmental disabilities, their families and the people who serve them. The program focused on Personal Care Protocols and Respect Yourself (human sexuality class for adult women and men). Regional self-advocacy leaders were involved in all aspects of this proposal.

Project T.E.A.M.S. (Transition, Employment, Advocacy, Mentoring, Self-Determination)**PRIDE Industries, Inc.****Cheryl Kitowski****(916) 788-2240**

This project engaged community stakeholders to collaborate on training in self-determination, advocacy, career/life planning thereby increasing choices for individuals with developmental disabilities in the pursuit of employment. This program provided workshops 1) Self Determination, Empowerment, Advocacy and Transition Planning (this workshop was offered to middle and high school students, community-based organizations and faith-based entities); 2) Employment, Career Choices and Job Awareness (this workshop was also for middle and high school students; 3) Support to Schools and Parents (this workshop was be offered to schools and parents. The project developed a website (www.projectteams.org) that continues to serve students, teachers, and parents.

Project T.E.A.M.S. 2 (Transition, Employment, Advocacy, Mentoring, Self-Determination)**PRIDE Industries, Inc.****Cheryl Kitowski****(916) 788-2240**

This proposal served students with developmental disabilities; family members and Special Education Teachers, and collaborated with community stakeholders to offer training in self-determination, self-advocacy and career/life planning to increase personal choices in the transition from school to work. Project TEAMS provided a series of workshops, classroom instruction, mentoring and vocational exploration. Students and their families or advocates had the opportunity to maximize transition planning to pursue employment. The pursuit of employment was inclusive of traditional, nontraditional and entrepreneurial or self-employment. This program provided students with developmental disabilities an opportunity to explore the type of employment best suited to their life-styles, interests, educational goals and long-term career plans.

Partners in Inclusion: Expanding Opportunities in After School Care**Kids Included Together – San Diego, Inc.****Sara Couron****(858) 320-2054****sara@kitonline.org**

This program provided training to after school programs on full inclusion and assisted with placement of 325 children with developmental disabilities in after-school programs. The program established partnerships with three large after-school care providers and enabled the school districts to include children with disabilities into their existing programs and activities. The training included the philosophy of inclusion, pro-social positive behavioral support, the Americans with Disabilities Act, working with families, respectful accommodations, friendships, and strategies to sustain organizational commitment to inclusion.

Healthy Smiles Project**Children's Hospital and Health Center San Diego****Lisa Haney****(858)576-1700 ext. 3745**

This program provided dental services to 234 children with developmental disabilities. Additionally, over 17,000 people received oral healthcare information or training initiated by the Anderson Healthcare Center for Dental Care. This Project was designed to help families improve and maintain oral health for their children with autism and other disabilities. Children, ages birth to three, in the Early Start program were targeted for screening. Although the American Academy of Pediatric Dentistry recommends a first dental assessment by age one, more than 95 percent of children in Early Start have never seen a dentist. Children with disabilities often have additional challenges to preventing dental disease and accessing dental care. Many infants and toddlers with autism experience oral sensitivities that can make daily oral hygiene and needed dental treatment extremely difficult. A "Directory of Dentists Treating Children with Autism" and the parent handout "Healthy Smile for Children with Autism," provided invaluable resources to English and Spanish speaking parents of this underserved population.

Victory**Blind Children's Learning Center****Sharon Mitchal****(714) 573-8888 x118**

This project implemented a guided tutorial program for students K-12 with severe visual impairments. This program will serve as a prototype for agencies that provide coordinated services for children with significant disabilities. The interventions available through this program included: 1) comprehensive tutorial service tailored to the unique learning needs of students who are visually impaired, 2) maintenance support for assistive technology (AT), and 3) comprehensive job training for tutors. The program also addressed the following: academic problem areas including humanities and social sciences; math and sciences; basic areas of reading and writing; specialized areas of reading, writing, and math using Braille and/or enlarged or magnified print; and the use of assistive technology including adapted computers, optical scanning and other forms of adaptive information access, electronic note takers, and electronic print enlargement devices.

Model for Increasing Social Interventions to Children with Autism**California State University of Santa Barbara****Dr. Lynn Koegel****(805) 893-3825****lynnk@education.ucsb.edu**

This proposal expanded their existing in-home services for families. These services included intensive social interventions in community settings. The program developed a cost-efficient service delivery model that recruited and trained highly qualified paraprofessionals (university students) to support children with Autism Spectrum Disorders in after-school extracurricular activities and at summer camp (instead of using untrained individuals who often serve in this role). The university students were supervised and trained in intervention procedures relevant to the individual child with whom they worked, and provided additional assistance with intervention programs.

The F.I.R.S.T. Connections Project (Family and Infant Resource and Support Team)
Children's Hospital and Research Center at Oakland

Nancy Sweet
(510) 428-3261

Seventy children and families received access to early intervention services by this Council funded project, including 20 infants and toddlers who had not previously been referred for assessments. This program provided a safety net for infants and toddlers, from birth to three years of age, who may have developmental disabilities or at risk for disabilities, and their families. The targeted population was infants and families who traditionally have difficulty accessing early and appropriate diagnosis, treatment and supports to maximize developmental potential and strengthen families. The project provided outreach, early identification, and short-term (average three months) home-based and group services and supports for these infants and families, while facilitating their entry into the Early Start Program or other appropriate early intervention services(s). The services will be provided by a multilingual, multidisciplinary and multi-agency team comprised of peer parents of children with special needs and professionally trained mental health and developmental intervention staff, through collaboration with Alta Bates Summit Medical Center and the Family Resource Network of Alameda County.

Senior Life Planning and Support Services for People with Developmental Disabilities and Their Aging Family Caregivers

Tierra del Sol Foundation

Steve Miller

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This program developed a model, tools and techniques for person-centered life planning for seniors. The program reviewed current and future living arrangements for consumers with aging family caregivers, and worked with consumers and their families to identify a preferred lifestyle and living arrangement. The program also developed action plans that addressed preferences for both the consumers and their aging caregiver. The program used the best elements from the Person Center Planning model (used by California community-based agencies) for consumers who are older; and utilized the Michael Smull's "Essential Life Style Plan" and the "PATH Person Centered Futures Planning" model to help the consumer fully express her/his personality, pleasurable habits, routines and the myriad small personal likes and dislikes, which taken together represent quality of life for the individual. The "Family Centered Approach" (published by Linda Leal, AAMR 1999) to help the consumer and the care giving family members to identify those aspects of family life that best support the life quality of the consumer, to identify any areas of stress on the family, and to help develop an action plan to resolve or mediate those stressors and introduced the normal aging process into the existing living and care giving arrangements.

Project LEADERS: (Learning, Educating Advocating, and Directing Efforts for Responsible Self-Determination)**Redwood Coast Regional Center****Bob Eickmeier****(707) 462-3832, Ext. 265**

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This proposal created a new self-determination model. Project LEADERS gave consumers a central role in implementing and expanding self-determination statewide. LEADERS provided the following services: 1) Advocacy – educate and inform individuals with developmental disabilities and key public policy makers about self-determination through an Ambassador program; 2) Training and Education about Self-Determination – Trained and educated consumers and regional center staff (to facilitate implementation of federal waiver), develop mentors, train independent service brokers, and expand consumer participation in program policy-making; and 3) Expansion – Increase the number of people engaged in self-determination activities.

The P.I.E.C.E. Project**Family Connections El Dorado, Inc.****Wendy Wood****(530) 626-5164**

This proposal developed a collaborative project to serve families with children ages 0 through 18 who have been diagnosed with Autism Spectrum Disorders (ASD) through P.I.E.C.E. (Proven Interventions, Effective Collaboration, Empowerment) Project. This project served families of children with ASD through a comprehensive, family-centered program designed to increase consumer determined independence by supporting families through coordinated services based on “best practices,” developed parent-to-parent support and mentoring systems, improving access to appropriate interventions and early diagnosis, assisting families with developing and implanting their intervention plan(s), coordinating the latest research findings into current treatment plans, and providing quality mental health counseling services to families.